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ABSTRACT

This document reports on a 2.5 day workshop that trained 23 middle managers from Wisconsin school districts in developing and using information on trends relevant to vocational, technical, and adult education (VTAE) program planning, including trends in technology, the labor market, demographics, and education. A nine-page description covers the purpose, objectives, approach, participants, agenda, and evaluation of the workshop. The objectives were to: (1) become aware of needs assessment techniques, including the latest strategies for gathering useful data; (2) identify guidelines for future trends and forecasting, especially those relating to recruitment and alternative delivery implications; (3) recall sources of data relating to future trends and forecasting from local, district, state, and national databanks; (4) match data type to typical uses by districts, programs, and teachers; (5) practice gathering district data and applying trends and forecasting strategies within one's own district setting; and (6) develop a plan for sharing guidelines and strategies in one's own district. The rest of the document contains newsletter reprints, Wisconsin labor market information, the results of focus groups on trends and their implications for Wisconsin's vocational education system, and copies of some presentations made at the workshop. (CML)

ED321082

Final Report

Workshop Conducted for Wisconsin State Board of Vocational, Technical and Adult Education

Center for Vocational, Technical and Adult Education
University of Wisconsin-Stout
Menomonie, WI 54751

Submitted by Orville Nelson

U.S. DEPARTMENT OF EDUCATION
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TRENDS and FORECASTING WORKSHOP for VTAE MANAGERS June 1989

CE 055 197

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TRENDS AND FORECASTING WORKSHOP FOR VTAE MANAGERS
FINAL REPORT

Introduction:

This workshop was developed in response to a need identified by VTAE administrators, managers and supervisors through a system-wide needs assessment survey. The Professional Development Sub-Committee of the In-Service Committee of the Instructional Services Directors reviewed the initial design of the workshop and provided input for changes.

Purpose:

The purpose of this two and one-half day workshop was to provide training to middle management personnel from the VTAE districts on:

* Techniques for needs assessment, including the latest strategies.
* Guidelines for future trends relating to recruitment and delivery implications (alternative delivery systems).
* Application--dealing with the practical--how to make it happen.
* Practice--have the opportunity to practice strategies for implementation with members from individual districts.

Objectives:

Based on input from committee members, the following objectives for the workshop were developed:

1. Become aware of needs assessment techniques, including the latest strategies for gathering useful data.
2. Identify guidelines for future trends and forecasting, especially those relating to recruitment and alternative delivery implications.
3. Recall sources of data relating to future trends and forecasting, from local, district, state and national data banks.
4. Match data type to typical uses by districts, programs and teachers.
5. Practice gathering district data and applying trends and forecasting strategies within own district setting.
6. Develop a plan for sharing guidelines and strategies with staff in own district.

Approach:

Each VTAE district was invited to send two mid-management staff members to the workshop. Some districts were allowed to send an extra staff member after the project staff found out that some districts would not be sending anyone. In total, twenty-three mid-managers from the VTAE system attended. A list of the participants and their districts is included in the Appendix. CESAs 9, 10, 11 and 12 were invited to send a representative, but none did.

The workshop was conducted at UW-Stout on April 26 through 28, 1989. All of the workshop sessions were held in the Memorial Student Center at UW-Stout. Each participant was able to enroll for one credit without paying the tuition.

The agenda was designed to provide information on change areas critical to program planning in the VTAE system. These change areas included technology, labor market, demographic and educational trends. In addition, techniques for identifying and forecasting changes in these areas were discussed. Participants were also given time to discuss the implications of these changes for their districts and develop a plan for using this information to change programs and services. A copy of the agenda follows.

Trends & Forecasting VTAE Workshop
Participant List
April 26-28, 1989

District	Participant
Blackhawk Technical College 6004 Prairie Road P.O. Box 5009 Janesville, WI 53547-5009	Steve Huth Barb Tucker
Chippewa Valley Technical College 620 West Clairemont Avenue Eau Claire, WI 54701-1098	Joanne Dow Michael Stacy
Fox Valley Technical College 1825 North Bluemound Drive P.O. Box 2277 Appleton, WI 54913-2277	Carol Mishler Doug Paape
Gateway Technical College 1001 Main Street Racine, WI 53403-1582	Lynn Lipor Russell Plagemann
Lakeshore Technical College 1290 North Avenue Cleveland, WI 53015	Ron Krueger
Mid-State Technical College 500 - 32nd Street North Wisconsin Rapids, WI 54494	Libby Rosandick John Bingham Eldean Walling
Milwaukee Area Technical College 700 West State Street Milwaukee, WI 53233	Roy Evans
Moraine Park Technical College 235 N. National Avenue P.O. Box 1940 Fond Du Lac, EI 54936-1940	Jerry Stepien
Northcentral Technical College 1000 Campus Drive Wausau, WI 54401	William Ternent Therese A. Seaman
Western Wisconsin Technical College 304 North 6th Street, P.O. Box 908 LaCrosse, WI 54601-0908	Art Marson Donna Haggard
Wisconsin Indianhead Technical College HCR 69 505 Pine Ridge Drive Shell Lake, WI 54871	Tom Lemler John Graf Jane Manske Mary Welsh
UW-Stout CVTAE 218 Applied Arts Menomonie, WI 54751	Tim Mero

Presenters

Jim Bensen
Dean, School of Industry & Technology
UW-Stout
115 Tech Wing
Menomonie, WI 54751
(715) 232-1325

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Professor, Industrial & Marketing Education
Co-Director, Center for Future Studies
UW-Stout
418B Harvey Hall
Menomonie, WI 54751
(715) 232-1484

Dennis Redovich
Director, Research Planning & Development
Milwaukee Area Technical College
700 West State Street
Milwaukee, WI 53233
(414) 278-6475

Robert Ewy
Senior Program Associate
Mid-Continent Regional Education Laboratory
12500 East Illiff Avenue
Suite 201
Aurora, CO 80014
(303) 750-8500

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Analyst
Eau Claire Job Service
418 Wisconsin Street
Eau Claire, WI 54701
(715) 836-4101

Karen Zimmerman
Professor, Family Studies
UW-Stout
157 Home Economics
Menomonie, WI 54751
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AGENDA

TRENDS AND FORECASTING WORKSHOP FOR VTAE MANAGERS

Wednesday, April 26
GREAT HALL NORTH - UW-STOUT MEMORIAL STUDENT CENTER

8:00 - 8:30	**Registration**
8:30 - 8:45	**Welcome**
8:45 - 10:15	Technological Trends - M. James Bensen, Dean, School of Industry & Technology, University of Wisconsin-Stout
10:15 - 10:35	Break
10:35 - 10:50	Implications of Technological Trends - Jim Bensen
10:50 - 12:00	Small Groups • Discuss implications of technological trends for local districts
12:00 - 1:15	**Lunch with discussion - Great Hall East**
1:15 - 1:45	Register for Credit - Howard Lee
1:45 - 2:45	Labor Market Trends - Paul Tabor, Analyst, Eau Claire Job Service
2:45 - 3:00	Break
3:00 - 3:45	Focus Group Technique - Orville Nelson, Co-director, Center for Vocational, Technical, and Adult Education
3:45 - 5:00	Small Groups • Discuss implications of labor market trends for local districts • Integrate technological and labor market trends

AGENDA

TRENDS AND FORECASTING WORKSHOP
FOR
VTAE MANAGERS

Thursday, April 27
CRYSTAL BALLROOM C - UW-STOUT MEMORIAL STUDENT CENTER

8:00 - 8:15	Overview
8:15 - 9:45	Small Group Reports
9:45 - 10:00	Break
10:00 - 11:15	Bloopers - Predications that went wrong - Lee Smalley
11:15 - 12:00	Environmental Scanning Process - Orville Nelson
12:00 - 1:15	**Lunch with discussion - Crystal Ballroom B**
1:15 - 2:30	Decision Making and Planning with Trends Data Dennis Redovich, Director, Research, Planning and Development, Milwaukee Area Technical College
2:30 - 2:45	Break
2:45 - 4:30	Small groups • Develop local strategy for using trends analysis and forecasting in planning
5:30 - 7:30	Dinner
7:30 - 8:15	Graying of America - Karen Zimmerman,Professor, Family Studies, University of Wisconsin-Stout

AGENDA

TRENDS AND FORECASTING WORKSHOP FOR VTAE MANAGERS

Friday, April 28
CRYSTAL BALLROOM C - UW-STOUT MEMORIAL STUDENT CENTER

8:00 - 8:15	Overview the day
8:15 - 9:45	Education Trends and Changes - Robert Ewy,Senior Program Associate Mid-continent Regional Educational Laboratory (McREL), Aurora, Colorado
9:45 - 10:00	Break
10:00 - 11:00	Small Groups • Identify the potential impacts of these educational trends on local programs
11:00 - 11:45	Small Groups present major impacts
11:45 - 1:00	**Lunch with discussion - Crystal Ballroom B**
1:00 - 1:30	Processes for identifying educational trends - Robert Ewy
1:30 - 1:40	Evaluation
1:40	Adjourn

T&F-A

Outcomes:

At the end of the workshop, participants were asked to evaluate their experiences. A summary of their responses is given in Table 1. All of the presenters received above average ratings, 3.5 or higher. Jim Bensen's presentation on Technological Trends and Robert Ewy's presentation on Educational Trends received very high ratings. The ratings for the facilities, food, notebooks/handouts and organization of the workshop were in the "Excellent" range. The participant's overall evaluation of the workshop was on the lower end of the excellent range (Item 14). In the comments section, participants suggested that there could have been more time for small group work and more presenters from industry. Also, they recommended a follow-up workshop. That was more focused on the "how to" or "mechanics" of forecasting.

TABLE 1

Participants' Evaluation of The VTAE Trends and Forecasting Workshop

Presentations/Sessions/Resources	Results		
	MEAN	STD DEV	%AA&E*
1. Technological Trends-Bensen	4.9#	.5	95
2. Labor Market Trends-Tabor	3.7	.8	60
3. Focus Group Technique-Nelson.	3.8	.9	60
4. Bloopers-Smalley.	3.6	1.1	50
5. Environmental Scanning Process-Nelson . .	3.8	.8	60
6. Decision Making & Planning-Redovich . . .	4.0	1.2	70
7. Graying of America-Zimmerman.	3.9	.9	50
8. Educational Trends & Changes-Ewy.	4.5	.7	85
9. Small Group Discussions	4.1	.7	75
10. Facilities.	4.8	.4	100
11. Food and Snacks for Breaks.	4.7	.5	100
12. Notebook and Handouts	4.6	.8	90
13. Organization of the Workshop.	4.7	.6	95
14. Your overall evaluation of the Workshop .	4.5	.7	90

#Response Scale:

1 = P = Poor
2 = BA = Below Average
3 = A = Average/Adequate
4 = AA = Above Average
5 = E = Excellent

*Percentage of Respondents Selecting the Above Average and Excellent Responses.

APPENDICES

TOM PETERS On Achieving Excellence

THE MONTHLY NEWSLETTER THAT DARES MANAGERS TO TAKE INSTANT ACTION

March 1989 VOL 4 NO 3

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LEADING EDGE

Partnerships Promote An Educated Work Force

The peace activists like to say "peace/foreign affairs is too important to be left to the experts." Regardless of whether you are dove or hawk, that idea can also apply to education; it's far too important to entrust to "professionals." Developing a world-class, educated work force is priority number one for several progressive American firms. It should be for all of us, small firm or large, service or manufacturer.

Getting involved in education as a businessperson may mean becoming a volunteer with the local school or school board. Fine enough. But it can mean a lot more — and that's precisely what this issue of *On Achieving Excellence* is all about.

Consider our profile, the **University of Wisconsin-Stout.** The school has historically lived to add vitality to the local business community. Devotion to that mission has been redoubled today. Almost 20 percent of its faculty and many of its students are working on "town-gown" (business-university) projects. We describe an unbelievable resurrection of a Case-IH plant, which created hundreds of local jobs. That's only one of a host of vital programs that link faculty and students with the business community.

Our *Taking Inventory* section provides other examples of red-hot education-business engagement. They range from **Merrill Lynch's** program of adopting schools (providing college scholarships to current first graders at 10 inner-city schools) to spurring the commercialization of research at **ARCH Development Corp.**, a joint venture between the University of Chicago and Argonne National Laboratory.

"Town-gown" has been a code word since time immemorial for friction. But it doesn't have to be. The local school system *can* become corporations' biggest ally in sharpening competitive skills for an increasingly tough market environment. And vice versa — the university can become a hotbed of inventiveness from closer ties with the business community.

As in so many other areas these days, sparkling new *combinations* hold the key to the future. Businesses, small (even tiny) or large, not exploring this link with the educational system in novel ways are jeopardizing their firms' — and our children's — futures.

Tom P—

Student and Teacher Involvement Solves Real-World Business Problems

PROFILE ON PERFORMANCE

Business is renown for harboring conservative values, while universities tend to foster liberal ideals. No wonder the two are often so reluctant to join forces. But not at the University of Wisconsin-Stout at Menomonie, which has been a partner of industry for nearly a century.

Within the Jniversity of Wisconsin system, Stout (65 miles east of Minneapolis-St. Paul) is designated as a special mission university, to provide programs in industry, technology, home economics, applied art and teacher education.

Stout was founded in 1893 by Senator James Stout, a lumber baron who believed that education should prepare students to live in the emerging industrialized society.

As industry and technology continue to change, so does UW-Stout.

A midwestern factory was slated to close. A high-tech start-up needed skilled workers, consultants, computers and industrial equipment. The U.S. Consumer Products Safety Department wanted to find someone who could design child- but not adult-resistant medicine containers. What do these problems have in common?

They all were solved by students and faculty at the University of Wisconsin-Stout at Menomonie.

Under the leadership of James Bensen, dean of Stout's School of Industry and Technology, Stout faculty and students stay in touch with, and are responsive to, the real world. As a result, curricula constantly change in response to industry needs; placement of Stout's 7,500 students is 95 percent, which is higher than other same-sized colleges, the university says; and since 1981, grants are up almost sevenfold to $2.7 million.

A Deal They Couldn't Refuse

One of the largest, and certainly the most visible, partnerships was the rescue of a nearby Case-IH factory that manufactures bulldozers and excavators. In May 1986, Case announced plans to consolidate three of its plants at one site. Stout helped the Marathon County Development Corp. convince Case to choose the Wausau, Wis., site.

Within 48 hours, they rallied 30 business leaders, convincing attorneys and banks to reduce home closing fees; real estate agents to reduce commissions; local moving companies to give $1,400 discounts for each move; other local firms to pitch in $50,000 a year for five years of job training; and workers to work nine hours for eight hours of pay. In all, they came up with $3 million worth of incentives, plus a $1 million, three-year state grant for Stout to help reconfigure the plant. They also estimated a $50 million investment by Case, including $17 million in new equipment.

Case couldn't resist the deal. By spring, Stout had worked out a proposed layout to squeeze the three plants, with a combined 2.5 million square feet, into Wausau's 500,000-square-foot space. Stout devoted four full-time staffers and up to 15 full-time rotating students to work with plant managers and workers. Their combined accomplishments:

- To get the plant operating in 18 months, they needed to develop 10,000 computer programs. In the previous five years, the plant had written only 3,000 such programs.
- Specifications that had called for 400 types of steel to make the equipment were consolidated, requiring 130 types of steel.
- Case, which at its peak employed 1,200 workers at Wausau, had cut its payroll to $8 million for 250 people in 1986, and is now more than $21.5 million for 650 people.
- An estimated $10 million spin-off benefit has gone to nearby suppliers, to whom 80 percent of the value of machines produced at the Wausau plant is subcontracted.

The Case project is part of the Center for Innovation and Development (CID) that Stout started in 1981 to provide similar support to keep other local companies in the area. "We used to have to beg companies to be involved in such projects," moans Dean Bensen. "Now we have more than we can address." CID currently has about 15 faculty and 40 students working with 20 firms on $871,975 worth of projects, two of which are funded by state grants.

Strategic Alliances

Stout has other brands of industry partnerships. In 1980, Dave Brenholt, head of an R&D group of Minneapolis-based Donaldson Co., maker of engine-filtration equipment, struck a deal with Stout to use students in industrial-design and product-development classes to design prototypes. The Stout grad and part-time instructor also hired four part-time students to design an industrial robot. In 1985 Brenholt started his own company, Translab Inc., in a campus building he leases. The fledgling subcontractor still taps Stout resources to develop prototype, product- and process-development and automation designs for his licensing or joint-venture projects.

The alliance was so successful that Stout formed an Incubator Program to ease other start-ups into the private sector. The program gives local, fledgling firms access, for up to three years, to Stout's 40 technical labs with $15 million of equipment (mostly donated by industry), a library with 400 national data bases and 180,000 mostly technical titles, a labor pool of skilled students and free, casual consultations from 80 professors. The start-ups pay escalating service fees as they grow and prosper.

Where Has All the Faculty Gone?

One negative side effect is that these programs "are taking our best faculty," notes Prof. Zeke Smolarek, program director for Stout's management technology program. But he points out that while the various industry programs keep 12 of the school's 80 faculty off campus much of the time, other instructors are hired to teach their classes. Another 40 professors from industry help fill those posts.

Stout's Business and Industrial Professors Program brings businesspersons on campus to teach, research and help revise curricula. Many industry professors are full-time employees of companies, who spend one to five days a week at Stout. Others are early retirees who volunteer time, and a few have formally joined the paid faculty. Bensen says Stout couldn't afford to buy such talent without this program.

One class, in hybrid circuit fabrication, has drawn engineers from Honeywell, 3M and Cardiac Pacemakers. No one instructor and no single engineer is qualified to teach the course, so the three engineers carpool to Menomonie every Tuesday to teach the course. Students also visit the engineers' labs, to learn to run equipment not available at Stout.

Applying Business Principles

Even Stout's matrix structure relies on the economic law of supply and demand. The school of industry and technology, for instance, has seven departments, headed by chairmen who oversee faculty and curricula and report to Dean Bensen. Departments must "sell" their courses (or "go out of business") to six undergraduate and seven graduate programs, headed by directors who also report to Bensen and who design academic areas of concentration.

Jerry Coomer, chairman of the industrial management department, says the matrix "allows us to experiment, be more responsive to change." He claims Stout is "fortunate in not having a school of business administration." Stout does have a general business department that provides required courses for all program areas, so when students enter the work force, they have technical and business skills.

But Coomer is concerned that businesses are complaining about students' literacy skills. Stout devotes half of its curriculum to liberal-art courses, but he insists, "You can't just teach English in English courses. You have to teach it in all courses." He likes to give essay tests that are graded for spelling and grammar. "When I bring attention to that, all of a sudden they can do it."

If students and faculty can help solve so many industry problems, surely they can find a way to fix this gaping flaw.

"Educational institutions become part of the problem when they are not learning organizations, when they cling to their hierarchies and past practices. The learning establishment can be part of the solution when it sees itself as a partner in the process. They become a positive force when they ask how they can give away their processes.

"If a school wants to get involved in industrial development, one of the greatest contributions they can make is to create learning environments. In-house training and development groups within organizations become part of the problem when they see themselves as the sole source of learning, when they want to be the experts." —
Richard Cornell, manager, training and organizational development, Cray Research, Inc., in Management Memo, *December 1988*

Translating the Lessons to Your Organization

1. Think big! Stout was up to rescuing a Case-IH operation which required vigorous faculty and student input. But look what it got in return.

2. Large groups can work together. Involvement with the university does not mean being tied up with bureaucracy. Recall that UW-Stout was able to generate enthusiastic response to the Case-IH opportunity in only *48 hours*.

3. Professors can be pragmatists. Remember again in the Case situation that a 2.5-million-square-foot operation was consolidated into 500,000 square feet, thanks to the ministrations of professors.

4. Students are talent in the raw, waiting to be unleased. Students, in the Donaldson case, were designing working prototypes, as part-time employment.

5. Small business is big business. Via the incubator program, UW-Stout helped many small firms become viable.

6. Partnerships work both ways. Not only can the university reach out to business, but business can reach out to the university. Stout uses executives as professors, thus students who will work in the real world are learning from people with real-world experiences.

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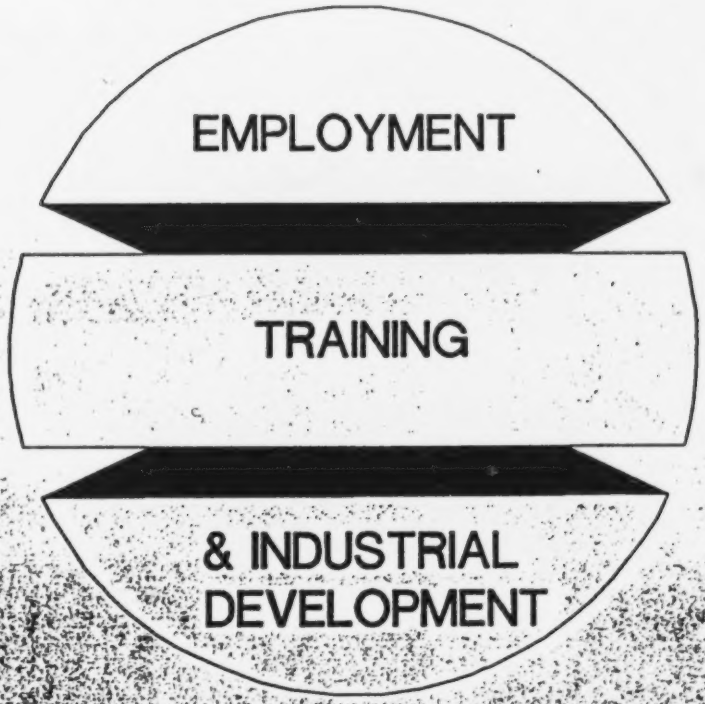

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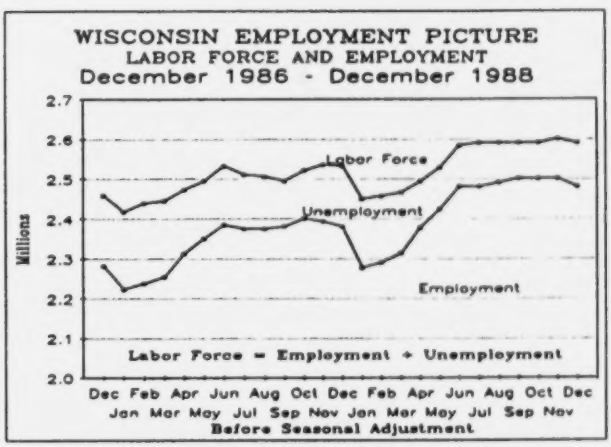

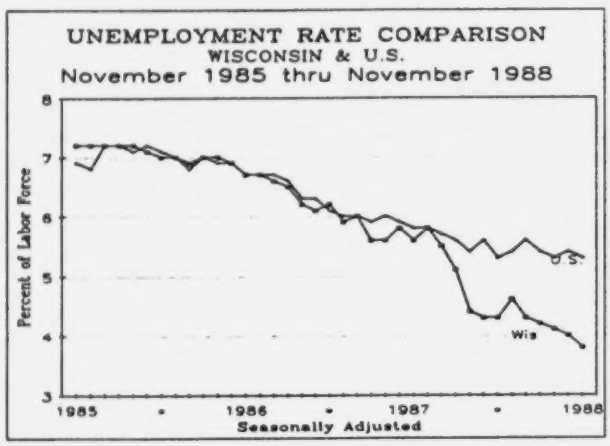

Wisconsin's seasonally-adjusted unemployment rate broke a two-decade-old record in mid-December as it declined to 3.8 per cent, based on preliminary data, while the 4.3 per cent average for the year was the lowest for the state in 15 years.

First, looking at the changes over the month:

The December jobless rate was at its lowest level for any month since March 1970 and for any December since 1969, and also declined for the fifth month in a row.

The number of people in the labor force, the number of them who held jobs, and the count of nonfarm wage and salary jobs also reached their highest December levels ever last month.

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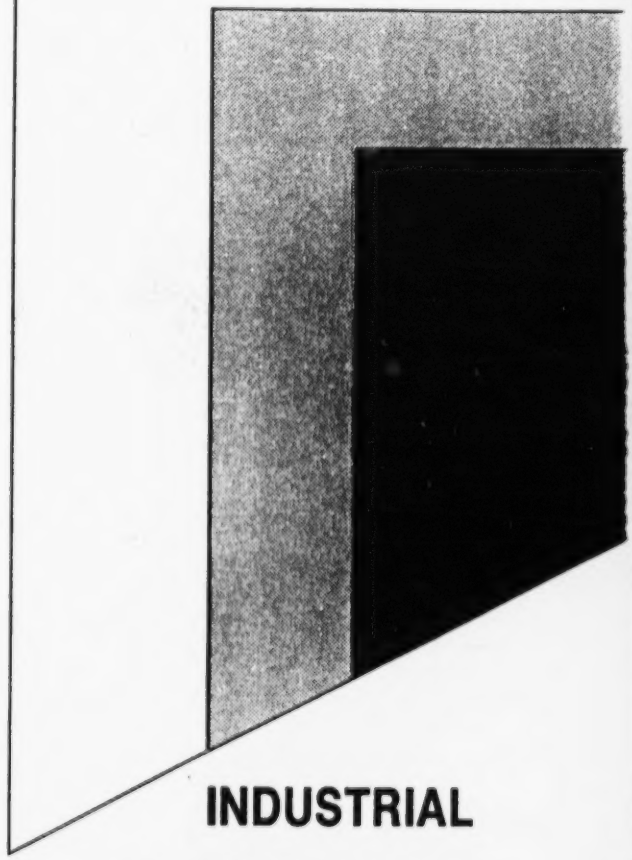

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TO

1995

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(Barron, Chippewa, Clark, Dunn, Eau Claire,
Pepin, Pierce, Polk and St. Croix Counties)

October 1987

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CLARK CO.
DUNN CO.
EAU CLAIRE CO.
PEPIN CO.
PIERCE CO.
POLK CO.
ST. CROIX CO.

DEPARTMENT OF
INDUSTRY, LABOR & HUMAN RELATIONS

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April 1988

TECHNIQUES FOR IDENTIFYING LABOR MARKET TRENDS

Determine Labor Market Information Needs

Labor force estimates
Population data
Industrial trends
Occupational data
Wage information
Barriers to employment
Commuting patterns
Demographics and characterictics
Geographic coverage
Time periods
Historic and projected data

Find Best Available Sources of Data

Friendly Job Service labor market analysts
DILHR LMI Publications Directory
Regional Planning Commissions
Department of Development
UW System
VTAE System
U.S. Dept. of Labor
U.S. Dept. of Commerce
Larger university and public libraries

Receive Key LMI Publications

Area

Employment Review (Job Service monthly newsletter)
Economic Planning Report (Job Service annual)
*Planning Information for Employment, Training & Industrial Development (PIETID) (Job Service biennial)
*Regional Industry and Occupational Projections (Job Service biennial)
*Area Wage Surveys for regions and metro areas (DILHR biennial)
LMI for Job Seekers (Job Service)
The Region (WC Regional Plan Comm newsletter)
Overall Economic Development Program plans (Regional Plan Comm)
Special population and economic reports (Regional Plan Comm)
Other newsletters (chambers, development groups, business journals)
Technical College graduate reports (annual)

KEY DOCUMENTS

State

DILHR LMI Directory (annual)
Inform (bi-monthly newsletter from DILHR Employment & Training Library
Civilian Labor Force Estimates (DILHR monthly)
Wisconsin Employment Picture (DILHR monthly)
Wisconsin Economic Indicators (DILHR monthly)
Wisconsin Economic Planning Information (DILHR annual)
Wisconsin PIETID (DILHR biennial)
Wisconsin Industry & Occupational Projections (DILHR biennial)
Wisconsin Wage Survey (DILHR biennial)
Employment & Wages Covered by Wisconsin's U.C. Law (DILHR quarterly)
Affirmative Action Program Data (DILHR annual)
1980 Census of Population & Housing (Bureau of the Census)
Official Population Estimates (DOA annual)
Occupations Handbook (UW Wis Career Information System annual)
Economic Development News (UW-Stout SETAC monthly newsletter)
Special economic reports (DOD periodical)
Corporate Report Wisconsin, Wisconsin Business Journal (periodicals)

National

1980 Census of Population & Housing (Bureau of the Census)
Employment & Earnings (Dept of Labor monthly)
Monthly Labor Review (Dept of Labor monthly)
Occupational Outlook Handbook (Bureau of Labor Statistics biennial)
Current Population Reports (Bureau of the Census periodical)
Survey of Current Business (Dept of Commerce monthly)
Economic Indicators (Council of Economic Advisors) monthly
Employment & Training Report of the President (annual)
Local Area Personal Income (Dept of Commerce annual)
Bureau of Labor Statistics press releases (monthly, quarterly, annual
Business Week, Barron's, Forbes (business weeklies)
Wall Street Journal (business daily)

Maintain Library of Useful Publications and Printed Materials

Avoid duplication or overlap with others in organization
Maintain a subject or topic-oriented filing system
Share your information with your co-workers & associates
Keep your files purged of outdated information

Take Advantage of Published Research

Consider the time and data required to do research
Use university literature searches
Have a librarian as a best friend
Examine the validity of National and State trends to local data

Use Internal Management Information and Client Information Reports

Job Service job applicants and openings
JTPA program enrollments and completions
VTAE program enrollments and completions
University enrollments and majors
Employer contact records

Use Computerized Data Bases and Information Services

Job Service Automated Matching System
Job Service Resume System
DILHR & Job Service Bulletin Boards
VTAE employer record data
SETAC data base
WISPOP data base (UW-Madison)

Conduct Employer and/or Client Surveys

Use sparingly and when other resources are inadequate
Weigh costs versus benefits
Determine required statistical size and stratification
Make it simple to understand, complete and process
Share the results with others who may be interested

Perform Comparative Analysis

Describe your labor market
Compare it with other labor markets, local, State & national
Examine historical trends as well as the current situation
Make projections if possible
Draw conclusions and make recommendations if appropriate

Observe the Predictions of Futurists

Read futurist literature
Attend futures conferences
Take advantage of local futurism and technology experts in education and business

Think of everyday events in their labor market context

Implications that major technological change may have for your labor market
Impact of changing lifestyles and fashions on employment
Relevance of National and international trends to the area economy

FOCUS GROUPS

Focus groups are used to obtain a variety of ideas, suggestions, or perceptions from a small group of knowledgeable people. This technique has been used in marketing research, political campaigns, and evaluating educational programs and services.

A focus group is typically comprised of seven to ten people who are similar and have knowledge related to the topic to be discussed. Members of the group usually do not know each other prior to the focus group meeting.

The leader of a focus group tries to create a relaxed and open atmosphere. Participants are encouraged to share ideas and reinforce other group members. It is helpful to have an assistant leader who can help record ideas and comments.

Process for Using Focus Groups

- Preparing for a focus group.
    1. Determine the purpose of the group and types of information needed.
    2. Identify people who should participate in the focus groups. You may want to form more than one group.
    3. Prepare questions for the group
        a. open-ended questions
        b. about four to seven questions are needed
        c. ask people what or how they feel about the topic
        d. start with general questions and move to more specific ones.
- Conducting Focus Group Session
    1. Provide a general introduction to the purpose and format of the session.
    2. Use the first few questions to establish the context for the questions that follow.

. . . over . . .

Trends & Forecasting Workshop Notes

Barb Tucker

1. Increased need for basic skills as a result of heightened technology - computer/CAD, CAM etc...,

   Alternative techniques on farming to tap the worldwide markets.

   Increase in quality control and technology (satellite instruction/computer/ITK systems)

2. Low unemployment rate
   Labor shortage is beginning to occur in some industries -
   - Machine trades (welding/MTO)
   - Food industry
   - Health trades
   - Child care
   - Barber/cosmetology in some areas

3. Movement of larger companies branching into smaller communities to tap labor supply and for a quieter, more relaxed life style.

   - smaller firms are increasing in smaller communities. Theses new jobs are receiving lower pay than in larger communities. The smaller firms lack the capital to purchase expensive technology and are behind the times relating to technology.

   - Technology is affecting the skill level (power) of employers (i.e. computer and computer related items)

   - Employers more likely to promote and provide training to employees possibly due to the low unemployment rate and the fear of few replacement workers.

4. Gear up for short term/upgrading (clustering of programs) to tailor programs to needs of client.

   - link up with community based organizations to join forces and reduce duplication/competition.

   - link up training with employers to use their advance equipment to train students as an alternative to school district's purchasing expensive items that are found to be obsolete within a short period of time.

   - increased flexibility within bargaining units. So full time instructors enabling quicker response to business & industry demand for start up training.

   - Increase State aids for business & industry services that are not linked to the FTE cost ratio and / or not affected by whims of government.

   - Should raise the price of business & industry training, so that business feels they are getting a "better" deal. (i.e. K-Mart vs. Marshall Fields)

   - Move toward increased non-union businesses.

FOCUS GROUP RESULTS

TRENDS AND THEIR IMPLICATIONS

FOR THE WISCONSIN VTAE SYSTEM

Bingham

1. What technological changes have occurred/are occurring in your region

-Paper industry (Biron paper machines)

-Access to cable communications

-Computer literacy necessity

-Retraining/socio-economic impact

-Plant closings causing a retraining of those workers into more technological jobs

-The "graying" of the work force

-ITFS (distance learning) changing rapidly

-Telephone systems

-Equipment available - staff not always

-Small Business Incubator

-Business match with government bids through down linking of information

-International marketing - Bert Technology global outlook

-Health training

-Marshfield Clinic - monitoring

-CAI - computer aided instruction

2. What labor market changes are ocurring in your region:

-3 plant closings

-Chrysler

-Wolworth County 1.2% unemployment

-Expansion may cause different jobs but not

-HI - care scenario

-Apprenticeships - required AD

-Police science

-Health occupations - standards increased - WWTC

-Diversification (Trane Corp)WWTC

-Declining high school population

-Aging of the work force

-More women in the workforce

-Retirement bill in the legislature

3. Interaction

-Declining pool of high school students

-Education not a priority for a large part of the unemployed or under

-Large influx of non-English speaking immigrants

-7-10 B.S.

4. Classes offered

-Counseling

-Increased enrollment/decreasing

-Greater expectations of the worker by the employer

-DPI guidelines

-Lack of vocational education in high school

-Slow curriculum change

-Customized training

Doug Paape

FOCUS GROUP QUESTIONS

1. What technological changes are occurring in your region?

automated manufacturing
CIM
computers
integration between department (manufacturing and office)
educational delivery (modes of instruction)

2. What labor market changes are occurring in your region?

declining youth population
skilled worker shortage
decline of agriculture jobs
increased minimum skills requirements
women
single parent
movement to other markets
multiple income
child care
culture
wage
elderly workers
lack of job security

3. How do labor market and technological changes interact?

-minimum entry of operational skills increase due to technological advances
-lifelong learning due to technological advances
-what is the role of the union
-due to advances in tech. companies need policies to keep employees

4. What are the implications of these changes for our Technical Colleges?

-free faculty from union mentality and trust them as professional - more flexibility
-work with industry to be in touch with changes
-be a leader in change
-specialization by school (i.e. - UW system) reduce duplication
-state of the market - behind times? Making a profit
-task oriented specialized training

3. How do labor market and technological changes interact -

gap in wages between skilled and unskilled as technology involves many jobs will be hard to fill - those with fewer skills cannot fill the positions

newer levels of sophistication

life long learning

increased need for constant training

role of the unions in technological change

establishing small businesses, entreprenuership

companies will try to keep good workers with new policies

because of lack of skilled workers, many manufacturers may develop new manufacturing processes using new technology

frees the employee as a free agent

flexibility for the employees and employers

4. What are the implications of these changes for our Technical Colleges

free faculties from schedules, flexible adaptive to new situations

prove that the technology can work in the school

transfer the responsibility from management to faculty to create an enviornment that adapts to the new technology and labor market

will have to work very closely with business and industry

become a leader to implement technological changes ahead of save, stay ahead of business, on the cutting edge

stop treating students as students and treat them as leaders

more specialization in particular colleges

more on site instruction

concentrate on particular specialties

customized training

Plan for the future

Tom Peters - Thriving on Chaos, In Search of Excellence, article in 10th anniversary issue in Inc. - February, March, or April

3M - permit mistakes, encourage new ideas
200 products last year, allow failures

Implications for Education

Dynamic, new innovations, willing to take responsibility, to realize ambiguity is present - are there people out there in business and industry who will come in and teach classes, i.e., vice president of manufacturing teaching a night class
Traditional mode of instruction has to shift

Observed Trends

1. What technological changes have occurred in your region -

automated manufacturing
integrated laser technology
new software applications
interdepartmental cooperation
office technology
relationship between the office and the manufacturing plant
more participative - social
technology
the quality process
heavy interest on different learning skills -
ITFS, different modes of instruction, closed circuit, TV, satellite
individualized instruction - everyone has a right to succeed

2. What labor market changes are occurring in your region -

agriculture on the decline
shortage in the labor market
movement of business and
aging population
lack of literacy skills
increased minimum employability skills
women entering the labor force - single
parent families/obligations
double income families
child care issue
immigration/social/cultural shock
declining youth population
displaced workers
service jobs with low pay - lack of high paying manufacturing positions
underskilled workers forced into the labor force without proper training
older workers returning into the labor force
lack of security - feeling that the job will not last, lack of trust

Delphi Technique

The Delphi technique was designed to collect experts ideas and thoughts on trends and future events. It was designed to provide a process for achieving group consensus.

A jury or panel of knowledgeable people is selected for the study or process. These people usually do not meet as a group. Data collection is done by mail. Responses from the individuals on the panel remain anonymous. The number of people on the panel can vary depending on the number of experts available. Twenty to thirty people would provide a good diversity of views and also make the statistics stable.

Four rounds are included in the full Delphi process. These are discussed below.

* Round 1 - Very general questions related to the problem, trend or topic studied are given to the panel.

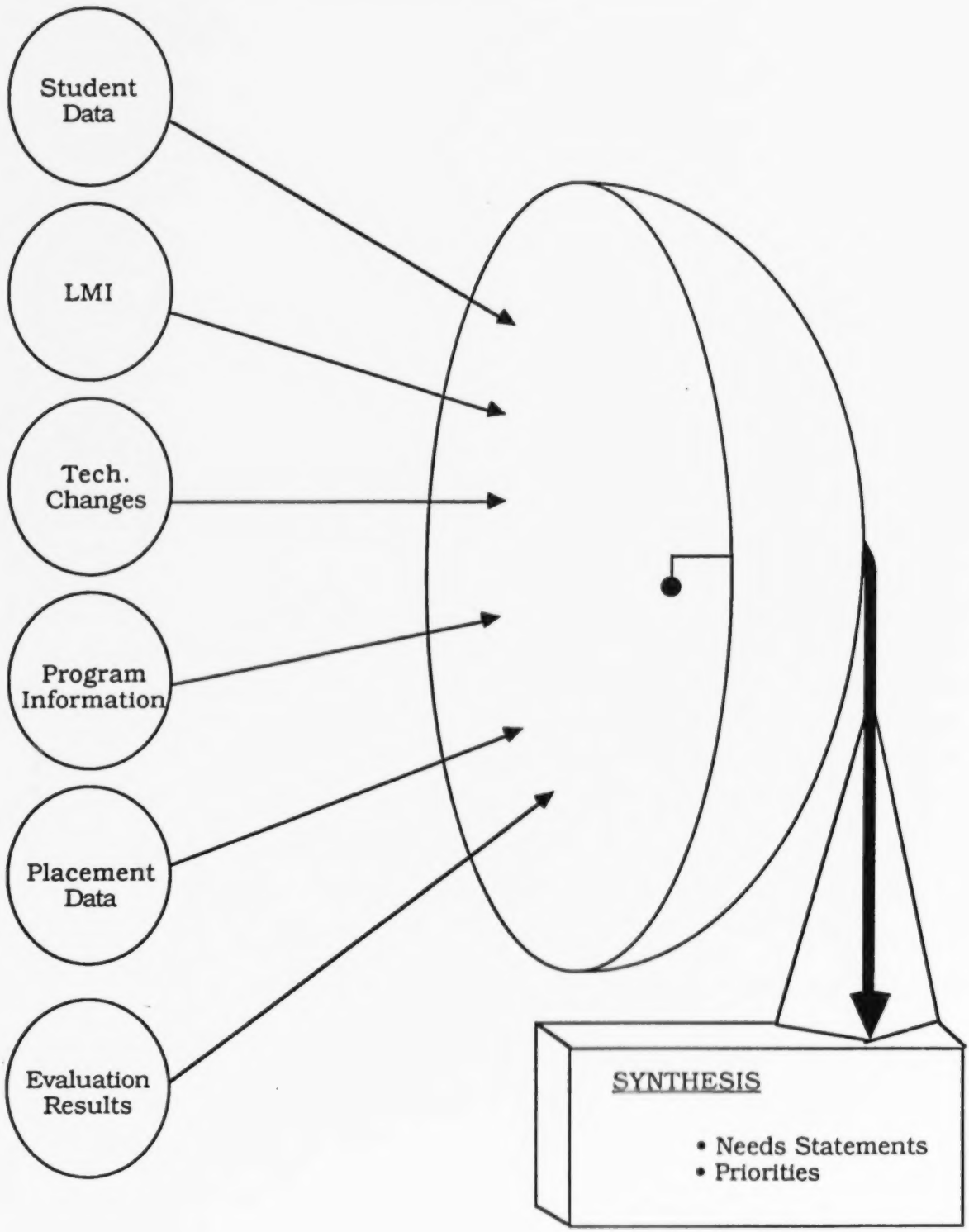
* Round 2 - Responses to Round 1 are synthesized into a series of statements or questions related to the problem or topic studied. These are placed in a rating scale and sent to the panel. Their responses are summarized and a consensus area may be the mode response or plus or minus one standard deviation from the average response, etc.

* Round 3 - Panel members receive their Round 2 survey instrument and have two choices of action on items where their Round 2 responses were outside of consensus. One, they can change their responses to be within consensus; or two, they can justify their original responses. Results to the third round are summarized in the same way as those to the second round. In addition, a summary of the written comments is developed.

* Round 4 - Panel members receive their Round 3 responses and have two choices for items on which their Round 3 responses were outside consensus area; or two, they must write a counter argument to the reasons given for the responses out of consensus at the other end of the continuum.

The Delphi process has also been used for needs assessments, setting corporate goals, and identifying competencies for vocational programs.

VOCATIONAL NEEDS SCANNING



Vocational Needs Scanning

I. Introduction

A need occurs when there is a difference between what is and what should be. For example, if an entry level secretary should be able to use word processing software but has not received instruction on word processing, there is a discrepancy between the competencies this person has and those that are required on the job. This discrepancy is a need. The larger the discrepancy, the greater the need.

The vocational needs scanning process involves a continuous scanning of several areas or factors that influence vocational education programs to determine what should be. This information is then compared with the characteristics and output of the vocational program to identify any discrepancies that exist.

As noted previously, this is an ongoing program. All staff members involved with the vocational program, advisory committee members, and graduates are involved in the process to some extent. The scanning process does not involve recording a large amount of data periodically, instead the process is one of collecting and analyzing a small amount of data on a regular basis.

II. Needs Scanning Concept

An effective needs assessment program must be on-going. Areas that influence vocational programs should be scanned or monitored on a continuous basis. Scanning is a process of regularly checking a selected set of factors that influence the design and content of vocational programs to determine what changes are occurring. Scanning is done as a part of one's normal work activities. The result of the scanning process could be a decision that the program is operating effectively; or, that one or more needs exist.

The development of computer technology and software provides an appropriate example of how the scanning process works. The first computer was developed in the 1940's. A scan of this development would indicate that the equipment was too costly and programs too limited to be relevant to vocational programs. Later scans would reveal that new developments in technology and software made the computer relevant to some vocational programs. For example, there was a growing need for programmers in the 1970's. Scans in the early 1980's identified rapidly increasing use of PC's and the growing volume of user friendly software. Computers now had implications for any vocational areas that used, manipulated and/or stored information.

Once a scan indicated that computers were relevant to vocational education, a needs assessment technique that goes in greater depth could be used to determine if new programs should be designed and/or what competencies should be added to existing programs. For example, a task analysis could be done to ascertain what tasks and competencies are required to perform a computer related job.

In review, the scanning process continuously monitors areas or factors that influence vocational programs. When a scan leads to the decision that a potentially important event has occurred or a change has taken place, a more detailed needs assessment is done. The following areas should be monitored.

- Student Data
- Labor Market
- Technological Changes
- Program Information
- Placement Data
- Evaluation Results

This probably sounds like a lot of work. However, remember that the monitoring process is carried out as a part of your regular activities. For example, the scans that indicated the growing importance of computers probably involved the following.

- Noting the growing number of articles on computers and computer applications given in professional and technical literature.
- Observing the growing number of computers displayed in convention exhibits and discussed in presentations.
- More frequent reference to computers by advisory committee members.
- An increased number of comments from graduates on the need to include instruction on computers in their school's vocational program.

The next section describes scanning techniques for each of the six areas that influence vocational programs. These techniques are presented as examples. You may wish to modify, add, and/or delete some of these.

III. Monitoring Techniques

This section will suggest a variety of monitoring processes that can be used. References for the documents and publications listed are given at the end of this section.

A. Student Data

The scan on student data should focus on their career development progress, extend to which they are developing competencies related to their career choices, and the degree to which performance in school matches their abilities. Societal changes that influence students and their families should also be monitored. Several areas to monitor are given below.

1. Career choices and interests. Most schools have an assessment program that will provide this information. If program or grade level summaries are not available, encourage your school to purchase them.

    a. Review the summary to identify the interest and ability patterns of students in your vocational and technical programs.

    b. Ask your counselors and teachers to give you their perceptions of the proportion of students whose job choices do not match their abilities and interests.

2. Validity of career choices and preparation. Check the graduates' follow-up surveys to determine the proportion that work in jobs related to their vocational preparation.

3. School performance. Discuss student performance and morale with teachers and counselors. Review absenteeism and dropout data. Are these rates increasing and/or too high?

4. Societal changes. Are there changes in society that affect your students? Do you have more students from single parent families? Do you have more non-traditional students?

B. Labor Market Information. Information on your local and regional labor market should be monitored to identify trends and changes related to your vocational programs.

1. DILHR Publications

a. Wisconsin Economic Indicators, Madison: DILHR. Published monthly. Address: 201E. Washington Avenue, P.O. Box 7944, Madison, WI 53707. Also ask to be placed on the mailing list for the Wisconsin Employment Picture. Both are free.

b. Wisconsin Employment Picture, DILHR, Madison.

c. The following documents were developed by DILHR and are available for each SDA.
- Planning Information for Employment Training and Industrial Development.
- Industrial and Occupational Projections to 1995.
- Wisconsin Economic Planning Report 1988.

d. Documents available from the Minnesota Department of Jobs and Training. (612/296-6545)
- Minnesota Labor Market Review (Quarterly)
- Review (8 issues/year)

2. Review the summaries for your county and surrounding counties in your labor market area.

a. Contact your local labor market analyst. See appendix A for addresses and phone numbers.

3. Advisory Committees. Once a year ask your advisory committees to identify changes in your labor market - new jobs, jobs that are decreasing in number, jobs that need a large number of new workers to replace retirees.

4. Job Service and PIC. Visit with the staff at your local Job Service Office and PIC and discuss their labor market data.

5. Graduate Follow-up results. Review the follow-up data to determine if graduates from your vocational program are employed in jobs for which they were prepared. If not, what type of jobs are they acquiring?

C. Technological Changes. Changes in the equipment, tools, and processes used in the jobs related to your programs needs to be monitored on a systematic basis.

1. Vocational Teachers. Your staff needs to monitor technological changes as they review their professional and technical literature, attend conventions, and take graduate courses.

2. Advisory Committees. A portion of each advisory committee meeting should be used to identify new technology and its implications for your programs. Once each year you should ask each advisory committee to look ahead for two to three years and project potential technological changes in their areas.

3. Employer Feedback. Ask the employers of your coop students and graduates to identify new technology they are bringing into their businesses.

D. Program Information

1. Teacher Feedback. Ask your vocational teachers to identify weak and strong points in your vocational program.

2. Enrollment Patterns. Review the enrollment patterns for each vocational area to determine

   - decreases in enrollment
   - changes in the percentage of males and females
   - current percentage of males and females
   - percentage of students that drop or fail

3. Curriculum. Review your courses of study, student learning materials, and evaluation processes with your teachers. Determine if these materials reflect current technology and practice in B/I. Also, ascertain if the student learning materials are effective.

4. Equipment and Facilities. Review and discuss with your staff. Determine if your equipment is up-to-date, adequate and properly maintained.

5. Advisory Committee Perceptions. Ask your advisory committees to review program objectives, instructional materials, equipment and facilities and suggest areas where changes are needed.

6. Parent Perceptions. Our data indicate that parents have an important impact on their son's and daughter's career choices. You should monitor their perceptions of your vocational programs and provide them with information that will be useful as they counsel and encourage their children.

E. Placement Data. Follow-up surveys of graduates can provide a lot of valuable data. Including all graduates in the follow-up study will improve the usefulness of the data. Some of the results to check are

- Percentage of graduates who are unemployed
- Percentage of vocational graduates who are in related jobs or educational programs
- Unique jobs held by vocational graduates. These could be opportunities for new vocational programs.
- Employer suggestions that identify additional competencies needed by your graduates
- Graduates' suggestions for new content in your program.

F. Evaluation Results. During a program evaluation process a number of needs may be identified.

1. Self-Evaluation Findings. During the process of developing the self study report, one or more needs are often identified. Be sure to record these and keep them for further discussion.

2. On-Site Team Recommendations. The conclusions and recommendations of the evaluators can be helpful. These are based on the data collected in your self-evaluation, on-site interviews, and the perspectives of the evaluators. One of the values of these recommendations is that they bring in another perspective or point-of-view.

IV. Using Vocational Needs Scanning Data

The Vocational Needs Scanning process provides ideas, trends, and information that can be used to identify and prioritize needs. Usually this information will have to be analyzed in more detail in order to establish specific needs and identify priorities.

Often it is helpful to have advisory committees and vocational teachers review and discuss the data from the needs scanning process. They can help to establish criteria for judging the magnitude of each

need in relation to your vocational program. These criteria might be similar to one or more of the following.

- Potential impacts on the employability of your graduates
- Degree to which the need hinders learning in your program
- Number of students affected
- Extent to which the need influences access to your vocational program
- Potential for developing a new program.

The group should then use this criteria selected to place priorities on each need.

In some instances the vocational needs scanning process may define needs in sufficient detail to provide enough information to make specific program changes. However, many times the scanning process will provide a signal that there is a potential need. When this occurs, a more specific needs assessment study will need to be done in the need area. For example, a scan may indicate that your graduates need more computer skills. A task analysis would be needed to identify the specific competencies needed.

If you need more information on specific needs assessment techniques, such as task analysis/DACUM, labor market analysis, and student assessments, contact the Center for Vocational, Technical and Adult Education for more information.

Howard Lee - (715) 232-2343

Orville Nelson - (715) 232-1362

LOCAL LABOR MARKET ANALYSTS: December 1988.

Analysts may change, but the telephone numbers should find someone who can help you.

SERVICE DELIVERY AREA (SDA) and COUNTIES			ANALYSTS	TELEPHONE
#2	Winne-Fond Lake	Fond du Lac, Green Lake, Winnebago	Mike Peterson Fond du Lac Job Service	(414) 929-3943
#3	Southeastern	Kenosha, Racine, Walworth	Marge Smith Racine Job Service	(414) 636-3640 Kenosha No: (414) 656-7047
#4	Northern Lake Winnebago	Calumet, Outagamie, Waupaca	Dan Curtin Menasha Job Service	(414) 832-5285
#5	South Central	Columbia, Dodge, Jefferson, Sauk	Watertown Job Service	(414) 261-4962
#6	Marathon County	Marathon	Gary Werner Wausau Job Service	(715) 842-0840
#7	Rock County	Rock	Claude Miller Janesville Job Service	(608) 755-2091
#8	Dane County	Dane	Judy Powell Miller Madison Job Service	(608) 266-3391
#9	Northwest	Ashland, Bayfield, Burnett, Douglas, Iron, Price, Rusk, Sawyer, Taylor, Washburn	Bev Gehrke Hayward Job Service	(715) 634-4845
#10	Central	Adams, Marquette, Portage, Waushara, Wood	Norm Hatch Wisconsin Rapids Job Serv.	(715) 421-2000 Ext 224
#11	West Central	Barron, Chippewa, Clark, Dunn, Eau Claire, Pepin, Pierce, Polk, St. Croix	Paul Tabor Eau Claire Job Service	(715) 836-4101
#12	W-O-W	Ozaukee, Washington, Waukesha	Terry Ludeman Waukesha Job Service	(414) 521-5048
#13	North Central	Forest, Langlade, Lincoln, Oneida, Vilas	Clare Dunn Rhinelander Job Service	(414) 369-5500
#14	Northeastern	Brown, Florence, Marinette, Menominee, Oconto, Shawano,	Jim Lemke Green Bay Job Service	(414) 436-4069
#15	Southwestern	Grant, Green, Iowa, Lafayette, Richland	Lola Sweeney Lancaster Job Service	(608) 723-2153
#16	Western	Buffalo, Crowford, Jackson, Juneau, La Crosse, Monroe, Trempealeau, Vernon	Paul Schwartz La Crosse Job Service	(608)785-9307
#17	Lake Michigan	Door, Kewaunee, Manitowoc, Sheboygan	Dick Seidemann Sheboygan Job Service	(414) 459-3846
#18	Milwaukee County	Milwaukee	Ron Ramlow Milwaukee Job Service	(414) 227-4310

DECISION MAKING AND PLANNING WITH TRENDS DATA

STRATEGIC PLANNING

and

The Educational Planning Process

Dennis W. Redovich

Milwaukee Area Technical College
Milwaukee, Wisconsin

Presentation to
VTAE Managers
Trends and Forecasting Workshop
UW-Stout

April 27, 1989

CONCLUSIONS

The following are conclusions of the author based upon analysis of operational planning data.

1. Enrollment in VTAE schools is more dependent upon economic and social changes than population changes. Availability of employment, economic, and social forces determine the number of people who enter postsecondary education and the level of education selected (diploma, certificate, associate degree, bachelor's degree).

2. There does not seem to be significant unnecessary duplication of programs between districts. Over time since the 1960s, each VTAE district has developed programs and curricula that are designed to meet the needs of the local communities.

3. Attempts by the State Board to regionalize programming are unnecessary. Market forces determine the vitality of programs in each district and local boards are very conscious of costs. It is unfair to local residents to have to travel to other communities at considerable individual cost when it is not necessary. Voluntary cooperative efforts between districts in programming may be required.

4. Graduates from the VTAE system are primarily from long-established programs (office occupations, distributive education, service and health occupations, technical, and industrial). In 1987-88 about two-thirds (65%) of the graduates of the system were from 39 of the 336 programs producing graduates.

5. Technological change, primarily microcomputers and computer-related equipment, has provided new tools for established professions and VTAE programs. Students must learn to utilize these new tools and VTAE education must provide state-of-the-art equipment for its occupational programs.

6. New programs provide relatively few graduates in the VTAE system. The 107 new degree, diploma, and certificate programs approved by the state since 1980 produced 878 or 6.0% of all graduates in 1987-88. This does not mean that VTAE schools are not responsive to change. VTAE schools are flexible and respond to the needs of business and industry by updating long-established programs and providing customized courses and training activities. Emerging new occupations having all new occupational tasks are few in number.

7. VTAE programs grow, decline, and die primarily because of "market forces" and student demand and not often because of deliberate planning and projecting. Market forces are primarily motivated by employment availability and volume of jobs available. A small number of occupational groups account for the majority of total job growth in the state and nation (retail sales workers, waiters and waitresses, nurses, custodial workers, general managers and executives, cashiers, office clerks, etc.). Nursing Assistant programs in the VTAE system produced more graduates in 1987-88 (1,158) than the 107 new associate degree, diploma, and short-term programs (878) approved by the state since 1980.

8. The reason that the VTAE system cannot precisely project emerging occupations and enrollments in individual programs is that "experts" are unable to project anything precisely for any length of time because economic and social forces can change (up, down, and sideways) quickly while reliable projections depend upon a relatively unchanging future. High technology emerging occupations provide a relatively small number of jobs.

9. District boards and administrators are responsive to the needs of the community including the effects of VTAE educational programming on the taxpayers of their district. State aid support for VTAE has declined from 37% to 29% since the 1970s. In the last three years, the financial condition of districts has deteriorated because of declining or slowly increasing property valuation. If state aids are not increased proportionately, the effect on educational offerings and services in the state VTAE schools will be significant.

10. Tuition and fees for VTAE students is above their ability to pay and is a negative economic factor affecting enrollments. This is illustrated by study of the starting salaries of graduates. Service and Health Occupations are replacing technical and industrial as the highest paying occupations. Nursing at $20,796 per year has the highest median salary for graduates of all programs in the state in 1987. The median salary of the top 50 programs in number of graduates was $12,474 annually in 1987 which is about $6.00 per hour with a 40-hour week.

11. Programs with few or no graduates provide individual courses that are utilized for job training. Over 85% of VTAE students are enrolled in fewer than 12 credits in a given semester. A majority of MATC students are interested in completing selected courses rather than a program.

COMMON MYTHS IN THE VTAE SYSTEM

These myths will be addressed in future studies of the State of Wisconsin VTAE System. These are harmless general statements that are said by "experts" and repeated by others. They are harmless because specific action is seldom taken based on them because no one really knows what to do. However, the system is often criticized for not acting on them.

Labor Market Information and Projections

1. a. Labor market demand can be projected quantitatively for individual VTAE programs statewide or by district if only someone gathered the "right" data and organized it properly.

   OR

   b. Statewide assessment of employer training needs can be carried out and used to determine training needs for all new or existing programs in the districts.

2. There is a large and significant mismatch of jobs and qualified people.

3. VTAE Districts or a State VTAE system can alleviate identified mismatching by adding new programs.

4. Future labor market projections can be used as the primary criterion for discontinuing a currently viable program.

High Tech

1. "High-Tech" occupations are the emerging high employment growth occupations of the future.

2. VTAE schools are not responsive to demands by business and industry for new "High-Tech" programs in emerging and growth occupations.

3. Because of "high tech," workers will change their basic occupations many more times in the future than workers did in the past.

4. Because of "high tech," there are many new occupations that do not exist today that will employ large numbers of people in the 1990s and the next century.

Enrollment Management

1. Centralized statewide planning and analyses can correctly determine the level of support and extent of offerings required by the competing needs of occupational education and training, adult basic education, college parallel, customized training, technical assistance, and student support services statewide.

2. Student demand can be accurately projected and enrollments in programs effectively controlled on a statewide basis to satisfy the "needs" of students and business and industry.

Fiscal Planning and Management

Basic Assumptions for VTAE Central Planning

1. District boards and district administrators are not concerned about duplication of programs and services, personnel and operational costs, and are not familiar with taxpayer "needs."

2. District boards and district administrators are not able to effectively control costs because their primary concern is to please all special interests in the district and offer every program and service possible regardless of cost.

3. District boards and district administrators are political, arrogant, and do not react to the needs of the community or business and industry.

4. Statewide planning is less political, more responsive and flexible, reduces costs, and will better meet the "needs" of the people and business and industry of the state.

5. Cost reductions require that programs be discontinued. Districts cannot reduce costs sufficiently by cutting back on course offerings, departments, services, operations, and administration.

   Meaningful cost reductions require that some personnel be laid off. Shifting and retraining of personnel and not filling positions of personnel who leave voluntarily is not satisfactory since no employees are hurt by these procedures, which is a sign of weak management and failure to "bite the bullet."

6. Districts at the 1.50 mill rate are the highest cost/FTE districts and are poorly managed.

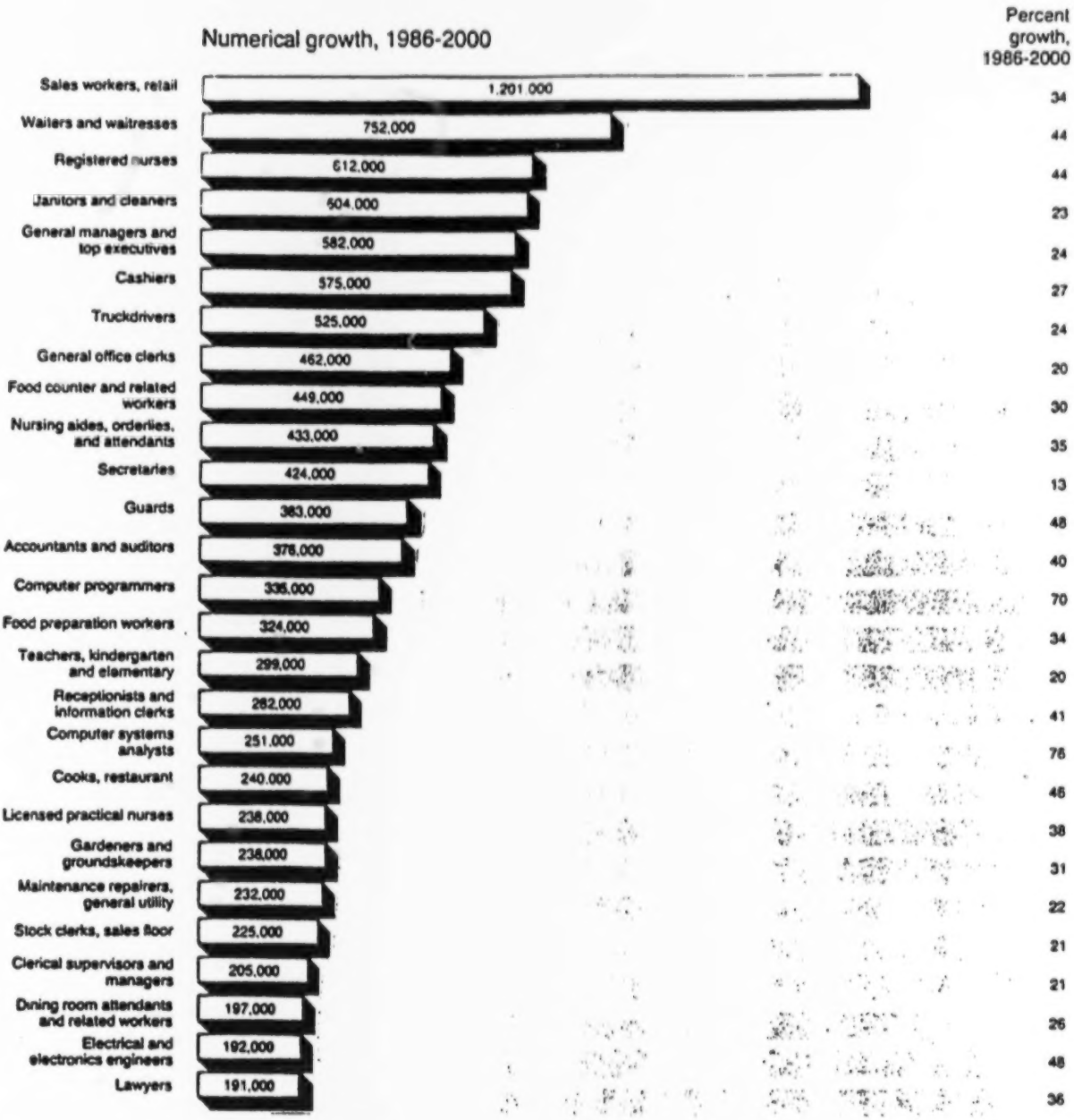
7. The vocational-technical student's ability to pay is similar to UW students.

8. District boards are not concerned about costs and are responsible for a great amount of unnecessary and costly expansion of VTAE facilities. State Board and state staff continually approve costly expansions without careful review of "needs" and cost.

All of the above basic assumptions are false in the opinion of the writer. Individual examples may be found which would support the statements, but in most cases the opposite of the above is true.

The opinions expressed in this report are those of the writer and not necessarily those of all of the State Research, Planning, and Development Committee or State Board staff who reviewed this report prior to publication. Responses by committee members and state staff to drafts of data and conclusions in the report were generally favorable.

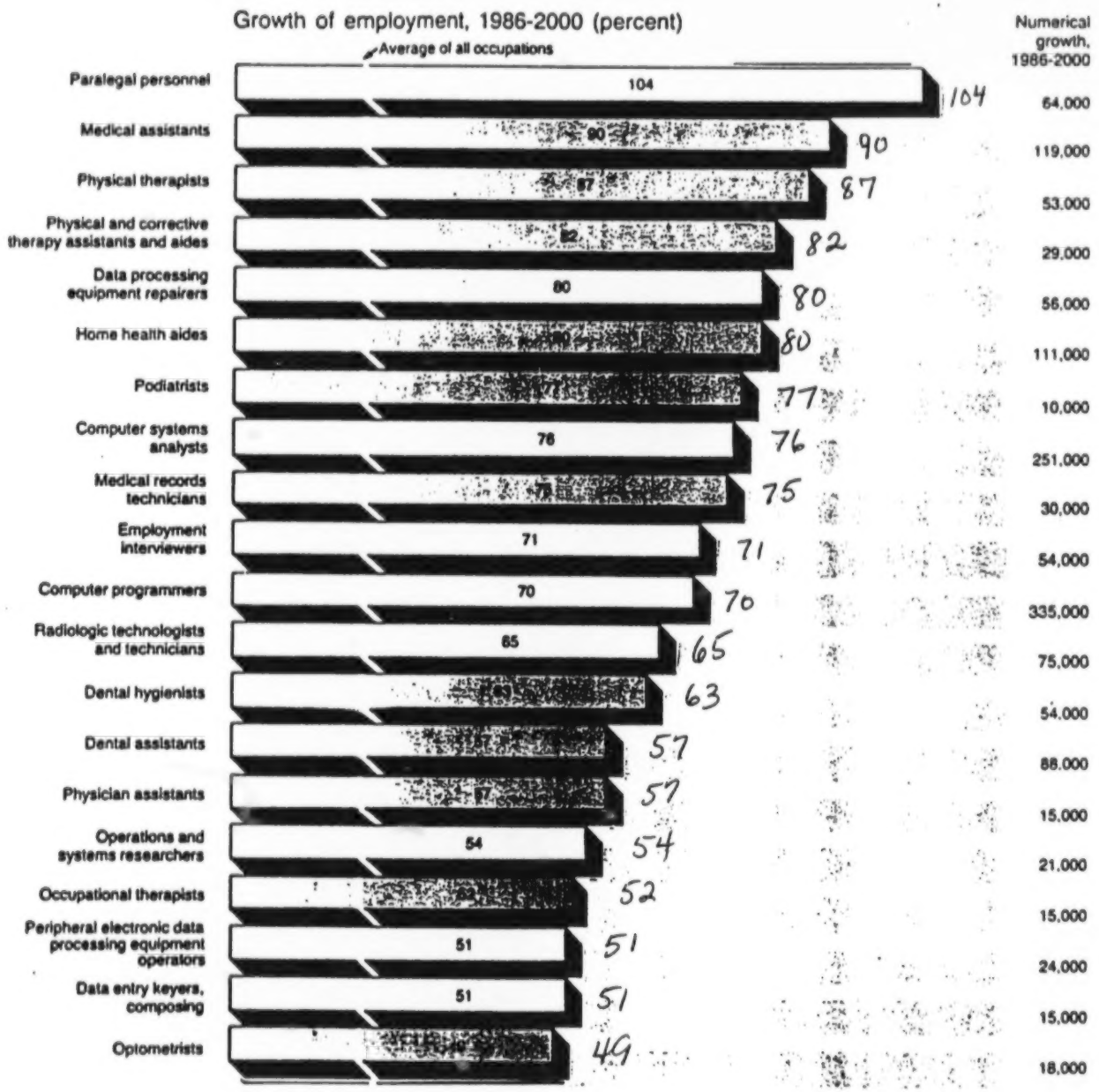
A small number of occupations will account for more than one-half of total job growth.



Most of these occupations are growing faster than the average for all occupations.

Those growing less rapidly are very large, so that the numerical increase is still great.

Twelve of the twenty fastest growing occupations provide health services.



The number of paralegal personnel—the fastest growing occupation—is expected to double.

Four of the twenty fastest growing occupations are in the computer field.

PRELIMINARY DRAFT
88-10-11

ENROLLMENT PROJECTIONS BASED UPON THE UNEMPLOYMENT RATE IN THE MILWAUKEE SMSA IN JULY OF EACH YEAR

SEPTEMBER 1988

The unemployment rate in the Milwaukee SMSA can be used as a reliable predictor of the FTE enrollment at MATC. The correlation of .97 and explained variance of 94% make the relationship between unemployment rate and FTE highly dependable. The July 1988 unemployment rate of 4% yields a predicted enrollment of 12,172 for 1988-89.

Introduction

Since 1984, the Department of Research, Planning, and Development has been gathering statistics on the unemployment rate in the Milwaukee SMSA each July. This information was then used to predict the FTE enrollment for the upcoming year.

The Department of Research, Planning, and Development now has eight years of data to analyze relative to these variables. This report contains a presentation of that data along with the prediction for the 1988-89 FTEs.

Correlation Between Unemployment Rate and FTEs

The Milwaukee SMSA unemployment rate for July of each year was compared to the annual FTEs at MATC for the school year immediately following each July. This analysis produced a Pearsons R of .97, which represents a high correlation. The scattergram in Figure 1 shows this relationship graphically. If the points on the scattergrams would have formed a straight line, the correlation would have been 1.0. As it is, the scattergram shows a linear relationship that is nearly perfect.

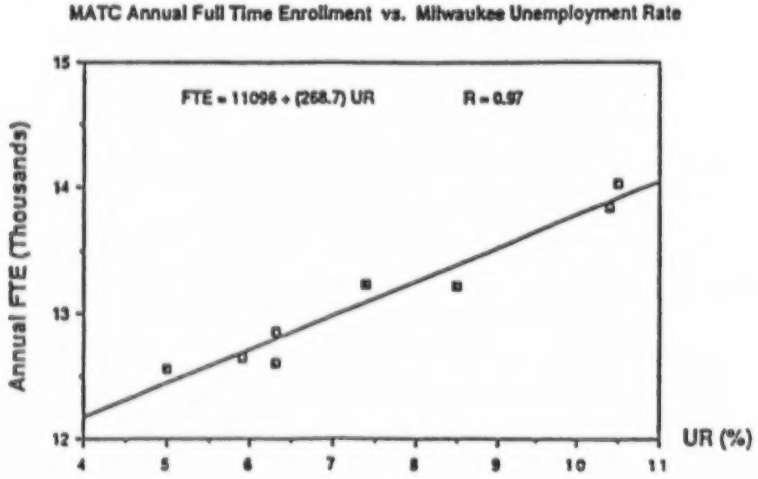


Figure 1

Regression Equation Predicting FTEs from the Unemployment Rate

The unemployment rate was used as an independent variable to predict the annual FTEs at the College. An adjusted R squared statistic was calculated as 94%. This means that 94% of the variance in the FTE enrollment at the college is explained by the unemployment rate. The constant in the regression equation was 11,096, which can be considered the enrollment in the college regardless of the unemployment rate. The coefficient of the independent variable (unemployment rate) was 269. This means that for each percent the SMSA unemployment rate changes, the MATC enrollment will change 269 FTEs. These predictions are shown in Figure 2.

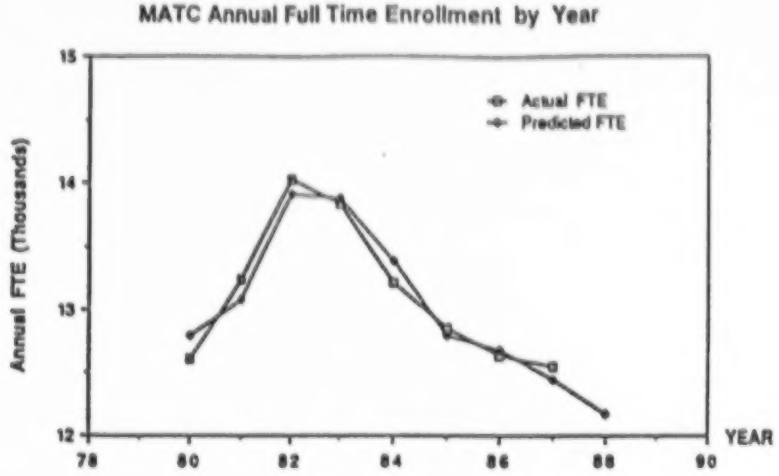


Figure 2

Annual FTEs Predicted for 1988-89

The regression equation of 11,096 plus 269 for each percent of unemployment will yield a predicted FTE for 1988-89 of 12,172, because the SMSA unemployment rate for July 1988 was 4%. (Note: This formula was used: 11,096 + 4(269) = 12,172).

Prepared by the
Department of Research, Planning, & Development
September 1988

This is a preliminary draft of a study of the relationship of the employment rate to FTE at the Milwaukee Area Technical College. This study will be expanded to include other urban districts of the VTAE system. A search of the literature will be conducted and a detailed analysis of the relationship between unemployment rates and enrollments will be made.

Source: Milwaukee County Planning Guide for Education and Employment, 1988. Employment and Training Institute, Division of Outreach and Continuing Education, University of Wisconsin-Milwaukee.

Problems

- For the first time in recent history, our children's standard of living may not equal, much less exceed, our own.

  National Commission on Jobs and Small Business

- Millions of Americans are unable to comprehend the simplest written instructions.

  Business Council for Effective Literacy

- A disquieting number of American high school students do not understand how the American economy works.

  Joint Council on Economic Education

- High school graduates' "higher order" skills such as reasoning, problem solving and writing are substantially below average.

  National Assessment of Educational Progress

- Declines in U.S. trade are the result of less investment in equipment and in the acquisition of labor skills through education and training.

  President's Commission on American Competitiveness

- Thirty-five percent of firms provide training they felt should have been given during formal schooling.

  The Conference Board

- Economic restructuring during the 1980's has resulted in more lower paying jobs. The wage gap between men and women has been reduced because of wage losses in jobs held by men.

  The Great American Job Machine

- The average worker's weekly paycheck buys less than it did in 1980.

  AFL-CIO Department of Economic Research

- Workers in the two fastest growing sectors -- retail trade and services-- earn average wages that place them in the poverty zone.

  Council on International and Public Affairs

Predictions

* By the year 2000, America may have a shortage of as many as 15 million scientists, engineers and machinists. A similar number of managers, sales personnel and clerical help will face a glutted job market and unemployment.

Nobel Laureate Wassily Leontief

* U.S. manufacturing will be a much smaller share of the economy in the year 2000. Service industries will create all of the new jobs and most of the new wealth.

Hudson Institute

* Robots will eliminate up to 200,000 jobs by 1990 while creating 32,000 to 64,000 jobs.

W. E. Upjohn Institute

* Current emphasis on high-tech is overdone. At best, high-tech production will employ 10 percent of the American work force in the near future.

American Society for Training and Development

* High-tech jobs requiring postsecondary education will make up only 4 percent of new jobs. Future job growth will favor service and clerical jobs that require little or no postsecondary schooling and that pay below average wages.

Institute for Research on Educational Finance and Governance

* About five of every six persons who will be in the labor force in 1997 are already working or looking for jobs. New technology will generate both mundane, low-paying jobs and sophisticated, high-paying jobs just as mechanization and automation have done in the past.

Institute for Policy Education and Research

* Today only 10 percent of the U.S. labor force makes a product. By 1999 only 5 to 7 percent will make a product.

AFL-CIO Committee on the Evolution of Work

* By 2000, one out of every three Americans will be non-white.

Business Advisory Commission of the Education Commission of the States

* By 1990 three out of four jobs will require some postsecondary education. However, jobs requiring college degrees will not increase.

National Alliance of Business

STRATEGIC PLANNING

Strategic Planning is the responsibility of the Board of Directors.

Operational Planning and the implementation of Strategic Policies (goals) of the Board are the responsibility of Administration and Staff.

Strategic Planning Process

1. Development of background data and basic assumptions by District Staff (begins in June and continues through process).

2. Open hearings of Board to obtain public opinion. Meetings of Strategic Planning Advisory Committees to the Board (July-August).

3. Development of drafts of strategic issues based upon background data, basic assumptions, public input and advisory committee suggestions by District Staff (August).

4. Open meetings of Board to discuss background data, basic assumptions, and strategic issues (August-September).

5. Development of drafts of Strategic Policies (goals) based upon strategic issues by District Staff (September).

6. Open meetings of Board to discuss Strategic Policies (goals) (September-October).

7. Adoption of Strategic Policies (goals) by Board (November).

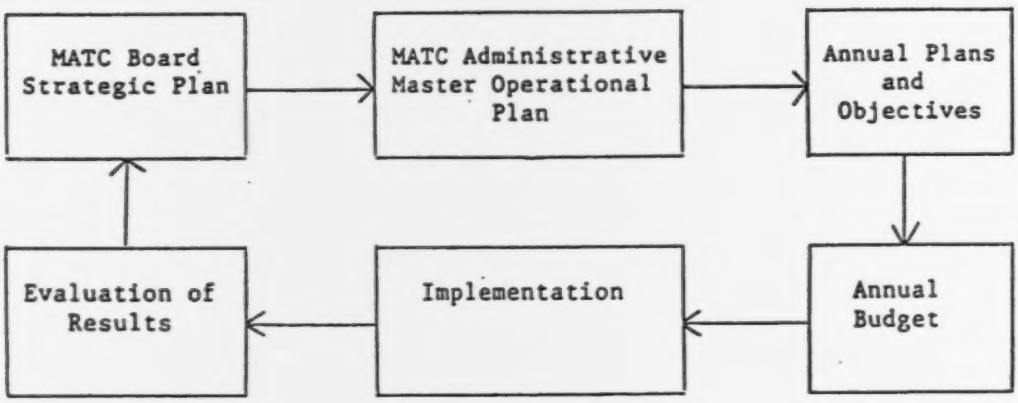
Operational Planning Process

Development of Operational Plans and a Master Plan is a process which starts in November and ends in June with the adoption of a Master Plan and a District Budget for the following year.

The procedures and processes to be utilized in the preparation of the Master Plan and Budget are dependent upon the philosophy and guidelines established by individual District Boards and District Directors.

(11/17/83)

MATC PLANNING PROCESS



Strategic planning is the responsibility of the MATC Board. Utilizing strategic policies established by the MATC Board, the MATC Administration has developed its Operational Master Plans. The operational planning process includes:

1. Development of background data and operational planning assumptions by MATC staff.

2. Preparation of preliminary departmental and divisions' operational program, facility, and equipment plans.

3. Review of departmental and division plans by the District Director, Executive Dean, and Administrative Cabinet, followed by hearings with division Deans to verify rationale and support data for program recommendations.

4. After completion of programming plans, division physical plant and equipment acquisition plans developed with faculty and staff participation are reviewed. Division programming, facility, and equipment plans are reviewed by Program Advisory Committees. Hearings with division Deans and department heads are held by MATC Administration.

5. Preliminary draft of Five-Year Master Plan is reviewed by District Director and Executive Committee members, followed by submission to MATC Board for review and approval.

ELEMENTS OF STRATEGIC PLANNING

The process of strategic planning can take on a variety of formats which reflect the unique operating structure and interpersonal relationships of an organization. In spite of these stylistic differences, all effective strategic planning encompasses a fundamental set of elements. Strategic planning should include the following components:

1. Background Data - A compilation of all pertinent data, both internal and external, should be prepared and shared with all parties involved in the strategic planning process. In this way, all planning participants will start with a common information base.

2. Assessment of Prior Policy Recommendations - This element would be included only after the initial strategic planning cycle has been completed. Essentially this includes an evaluation of the status or progress that has been made in meeting strategic policy recommendations established in prior planning cycles.

3. Planning Assumptions - A critical step in strategic planning is the development of planning assumptions. These assumptions are predictive statements about variables which impact on the college, but are not under the control of the organization; i.e., property values and assessments, state and federal revenue, student enrollment trends, general economic or population conditions. Planning assumptions are important because the final strategic policy recommendations have validity only within the context of those planning assumptions. For example, if one were to assume an unlimited revenue flow into the college, then the subsequent strategic policy recommendations may be quite different than if one were to assume a stable or declining revenue base.

   Another important consideration is that the college exists in a dynamic environment, both internal and external. Conditions change constantly. Therefore, it is important that the planning assumptions be reviewed at least annually in order to assess their current accuracy and relevancy.

4. Critical Issues - A fourth element of strategic planning is the identification and development of critical issues facing the institution in both the immediate and near future (up to 5 years). The critical issues are usually identified through a broad participation process involving the Board, the college staff, the college constituencies, and the community at-large. Brief issue papers are developed by the planning support staff and provide sufficient historical perspective and other data to clearly understand the issue.

5. Strategic Policy Recommendations - Once the critical issues have been reviewed, the Board then begins the development of strategic policy recommendations in response to each of the issues. In general, these recommendations should be policy oriented in that they provide the college management with sufficient parameters to design effective implementation activities. The recommendations should provide expected completion dates and recognize the budgeting implications of each policy.

10/18/83

STRATEGIC PLANNING TECHNICAL REPORTS

REPORT #

1 - ANALYSIS OF THE POPULATION OF THE MATC DISTRICT

2 - ANALYSIS OF THE HIGH SCHOOL GRADUATES AND POSTSECONDARY SCHOOLS IN THE MATC DISTRICT

3 - ANALYSIS AND PROJECTION OF MATC ENROLLMENTS

4 - ANALYSIS OF THE RESIDENCY OF MATC STUDENTS

5 - MATC ENROLLMENT BY ETHNIC GROUP

6 - ECONOMIC CONDITIONS IN THE DISTRICT IN THE 1980s: MANUFACTURING

7 - OVERVIEW OF EMPLOYMENT OUTLOOK

8 - FACILITIES AS OF 1982

9 - NEW CONSTRUCTION AND REMODELING SINCE 1973 AND CURRENT REMODELING AND CONSTRUCTION REQUESTS

10 - FINANCES

11 - MATC ENROLLMENT BY MISSION

12 - MATC PERSONNEL

November 10, 1986

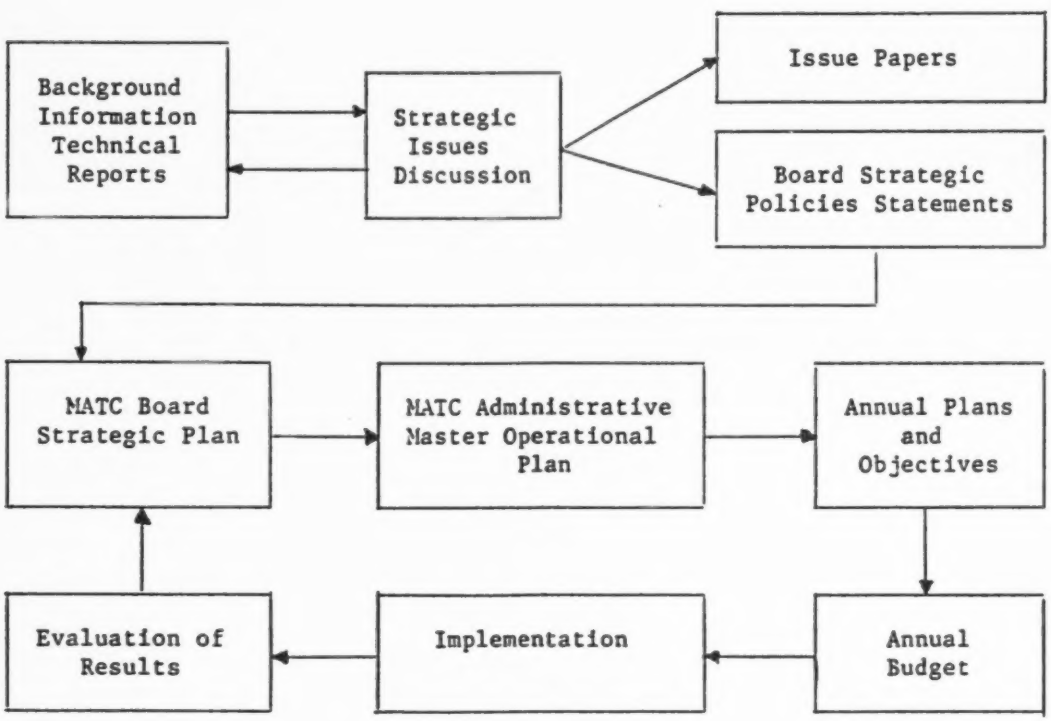
D R A F T

MATC BOARD STRATEGIC PLANNING ISSUES

Strategic Planning issues, policies, and action plan goals for implementing MATC Board policies have been discussed at five meetings of the MATC Administrative Cabinet during September and October 1986. Issue questions suggested by Cabinet committees are included under the appropriate technical reports below.

The Technical Reports prepared for use during the 1986 Strategic Planning process are meant to provide background data for Board discussion of issues and to suggest issues that may be addressed. Some possible issues suggested by information in Technical Reports and Administrative Cabinet discussions have been identified. These issues may or may not be considered significant enough for the Board to develop a strategic policy statement that addresses the issue. The issues identified should also stimulate discussion by the Board which will reveal other issues the Board may wish to consider.

The MATC planning process is as follows:



Some possible issue areas identified or for which background information is provided:

Technical Report 1 - Student Survey

1. Should MATC provide child care services for MATC students? At what cost should these services be provided?

2. Should MATC undertake to provide additional student parking in the next year? Should MATC undertake to provide additional parking in the next ten years?

3. Should MATC improve or expand recreational and athletic facilities?

4. Should MATC expand its services to students who need housing?

5. Should MATC provide transportation services to regional campuses?

6. Should MATC expand health services for students?

7. What should MATC's institutional image be?

Technical Report 2 - Wisconsin Strategic Development Commission Report (WSDCR) and Wisconsin Board of VTAE Recommendations (WBVTAE)

8. Should VTAE Board members be elected or appointed?

9. Is there unnecessary duplication of program offerings among MATC, UW System, MPS, and other school districts?

10. Should tuition levels for VTAE students cover a higher percentage of costs?

11. Who is best suited to match training needs of business and training services to be provided--VTAE Agency staff or VTAE Districts?

12. Should local VTAE District program specialization be encouraged?

13. Should interdistrict tuition policies be eliminated?

14. Which program priority plan recommendations should be implemented by MATC?

Technical Report 3 - Analysis of the Population of the MATC District

This report provides background information that may be used in determining program and service priorities and location of programs.

Technical Report 4 - Analysis of the High School Graduates and Postsecondary Schools Enrollment at MATC

15. What efforts are being made to increase high school student attendance at MATC immediately after graduation? What can MATC do to increase enrollment of high school students immediately after they leave high school?

16. Should more partnerships be developed with middle schools and high schools?

Technical Report 5 - Analysis of MATC Enrollments

This report provides background information that may be used for determining program and service priorities and location of programs.

17. How can minority enrollment be increased in high tech programs?

18. What criteria should be used to locate a unique one-of-a-kind program at a regional campus?

19. How can minority enrollment be increased at regional campuses?

20. Does MATC want to take an aggressive approach to marketing, advertising, and recruitment?

Technical Report 6 - Enrollment Access by Sex and Ethnic Origin

21. In what program areas should MATC encourage additional women and minorities to enroll?

22. What barriers to enhanced retention exist at MATC?

23. What level of expenditures should MATC continue to use for recruitment and support services for women, handicapped, and minorities?

24. Should efforts be made to monitor retention/attrition from proof of initial inquiry on through to program completion or other satisfactory conclusion?

Technical Report 7 - Competency Testing, Assessment, Student Performance, and Retention

25. Should basic skills instruction be required based on basic skills assessment?

26. Should MATC use assessment data to establish entrance requirements for programs?

27. Should MATC provide open admission to all programs?

28. Is a 2.0 GPA a reasonable graduation requirement?

29. Should Basic Skills instruction be offered at CBO sites as well as at MATC facilities?

Technical Report 8 - Overview of Employment Outlook and Economic Conditions in the District

30. What program areas should MATC add, modify, reduce, or eliminate?

Technical Report 9 - MATC Personnel Trends

31. In what employment areas are additional efforts necessary to have protected class individuals?

32. In what employment areas should increases or decreases in total employment be made?

Technical Report 10 - MATC Student Financial Aids

33. Are sufficient numbers of disadvantaged students in need of financial aid grants and loans being served?

34. Should MATC-funded financial aids such as loans and work be increased?

Technical Report 11 - State VTAE Operational Planning Data

35. Should VTAE districts, including MATC, be reorganized and district boundaries modified?

36. Should local VTAE District program specialization be encouraged?

Technical Report 12 - Proposed New and Modified Programs 1987-88 and Program Evaluation - Summary 1985-86

37. What new programs should be implemented in 1987-88? The next five years?

38. What programs should be expanded or modified?

39. What programs should be evaluated for possible reduction or discontinuance?

40. What programming efforts should be undertaken to enhance international training?

41. Should evaluation procedures be established for nonoccupational activities and support services to instruction?

42. Should MATC establish a more comprehensive procedure for internal advance standing?

43. Should MATC attempt to increase transfer of credit to four-year colleges and universities?

44. Should MATC encourage development of program and course curriculums that emphasize competency-based student outcomes?

45. Should MATC increase use of alternative delivery systems for instruction when feasible?

Technical Report 13 - Physical Facilities

This report provides background information for use in review of remodeling and construction projects over the next five years.

46. Should MATC negotiate for the purchase of the Kalmbach Building?

47. Should MATC explore the possibility of purchasing land or buildings in the area of the Milwaukee Campus?

48. Should MATC sell excess land at North and South Campus Center sites?

49. What should MATC do with the land it owns at Dean and 72 Street in the City of Milwaukee?

Technical Report 14 - Finances

50. Should MATC support eliminating the 1.5 mill rate?

51. Should MATC support 50% state aid level or tag along with DPI?

52. Should MATC support adjustment in miscellaneous fees to be comparable with other VTAE districts?

53. Should MATC be more aggressive in seeking grants from business, federal, state, and foundation sources?

54. Should MATC support the elimination of fee exempt student categories or seek categorical aid to make up for fee exempt students?

55. Can MATC afford the "start-up" costs associated with an aggressive program of expanded communication with employers and previous students to measure satisfaction and to solicit financial support?

A GUIDE TO STRATEGIC ISSUES

Educational/Students Programs and Services

1. SHOULD MATC REDUCE OR ELIMINATE SOME OF ITS EXISTING EDUCATIONAL PROGRAMS? WHAT SHOULD BE THE GOVERNING CRITERIA FOR THESE DECISIONS? WHAT ARE EXAMPLES OF PROGRAMS THAT MIGHT BE CONSIDERED FOR REDUCTION?

2. SHOULD THE COLLEGE CONTINUE TO SUBSIDIZE AND/OR OPERATE THE PUBLIC TELEVISION STATIONS AS A COMMUNITY SERVICE?

Fiscal Affairs

1. SHOULD MATC ESTABLISH FEES SUFFICIENT TO COVER DIRECT OPERATING COSTS FOR NON-AIDABLE PROGRAMS?

2. SHOULD THE COLLEGE ESTABLISH A COST PLUS FEE STRUCTURE FOR CUSTOMIZED CONTRACTED EDUCATIONAL PROGRAMS AND SERVICES, USE OF FACILITIES AND RESOURCES, OR SALE OF PRODUCTS AND SERVICES?

STRATEGIC POLICIES

EDUCATIONAL/STUDENT PROGRAMS & SERVICES

MATC SHOULD EXPAND OR DEVELOP NEW PROGRAM OFFERINGS BASED ON THE FOLLOWING CRITERIA (NOT IN ORDER OF PRIORITY):

A. RELATION TO MISSION
B. STUDENT INTEREST
C. EMPLOYMENT OPPORTUNITIES AND PLACEMENT
D. AVAILABILITY OF FUNDS
E. AVAILABILITY OF FACILITIES, STAFF AND EQUIPMENT
F. TOTAL POPULATION SERVED
G. FUTURE NEED TRENDS

STRATEGIC POLICIES

EDUCATIONAL/STUDENT PROGRAMS & SERVICES

- THE MATC BOARD OF DIRECTORS, LICENSEE OF CHANNELS 10 AND 36, SHOULD CONTINUE TO GOVERN, FUND, AND OPERATE PUBLIC TELEVISION STATIONS WMVS/WMVT AS AN EDUCATIONAL AND COMMUNITY SERVICE RELATED TO DISTRICT'S MISSION. MATC WILL ENCOURAGE AND ASSIST WMVS/WMVT TO CONTINUE THE DIVERSIFICATION OF ITS BASE OF FINANCIAL SUPPORT TO MEET FUTURE MEDIA OPPORTUNITIES AND REQUIREMENTS OF THE DISTRICT AND THE STATIONS' COMMUNITY OF SERVICE.

- WHERE ENROLLMENTS ARE SUFFICIENT AND FACILITIES ARE AVAILABLE, EFFORTS SHOULD BE MADE TO ALLOW STUDENTS TO COMPLETE THEIR PROGRAM OF STUDY AT THE INITIAL CAMPUS OF ATTENDANCE IF IT IS ECONOMICALLY FEASIBLE.

- MATC SHOULD EVALUATE ITS COMMUNITY SERVICES PROGRAMMING AND MAINTAIN A USER FEE TO RECOVER DIRECT OPERATING EXPENSES WHEN IT IS APPROPRIATE.

STRATEGIC POLICIES

Fiscal Affairs

AS A MINIMUM, THE FEE STRUCTURE FOR CUSTOMIZED CONTRACTED EDUCATIONAL PROGRAMS AND SERVICES, USE OF FACILITIES AND RESOURCES OR SALES OF PRODUCTS AND SERVICES, SHOULD PAY 100% OF DIRECT COSTS.

ELEMENTS OF OPERATIONAL PLANNING

The process of operational planning follows the adoption of Strategic Policies (goals) by the District Board. Operational planning may be annual and longer range (up to 5 years). Operational plans may be developed in these areas:

1. Educational Plans (includes all programs and services).

2. Physical Facility Plans.

3. Fiscal Plans (includes the District Budget).

The plans for these three areas may be combined into an Action Plan For Implementation, which may be called a Master Plan.

The basic elements of operational planning are the following:

Educational, Physical and Fiscal Plans

1. Present status and trends (programs and services, physical facilities, personnel and fiscal affairs).

2. Proposed changes (programs and services, physical facilities, personnel and fiscal affairs).

   a. New
   b. Expansions or reductions
   c. Eliminations

Information Required For Each Operational Division Or Department

Annual and long range data (up to 5 years):

1. Programs or services to be provided.

2. Enrollment or number served by program or service.

3. Personnel requirements (number and type).

4. Facility needs.

5. Equipment needs.

6. Budget requirements.

11/21/83

April 1989

MONTHLY PRODUCT ANNOUNCEMENT

U.S. Department of Commerce
Bureau of the Census

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PUBLICATIONS

Publications marked with an * are sold by Customer Services at the Census Bureau. Others are sold by the Government Printing Office. See the "How to Order" section for more information.

Microfiche of most reports listed below will be available shortly. For information, contact Customer Services on (301)763-4100.

Monthly and quarterly publications also are available by subscription, generally at a savings over the single issue price. For subscription information, contact Customer Services at the telephone number given above.

Reports carried on CENDATA™, our online information service, are identified by the word "CENDATA" and an alphabetic code in brackets at the end of the report listing. The code identifies how much of the report is listed on CENDATA: A--all; B--substantial selections; C--limited excerpts.

Agriculture

1987 Census of Agriculture
Volume 1. Geographic Area Series, State and County Data (AC87-A)
8. Delaware. 224 pp. $11. GPO S/N 803-010-00008-1.
NOTE--First in a series of 54 reports. These reports give more detailed data than the advance reports for counties and each State, Puerto Rico, Guam, and the Virgin Islands of the United States. A subscription for the complete set can be purchased from GPO for $300; cite "CAFR" when ordering.

1987 Census of Agriculture
AC87-A-(A). Advance State and County Series [CENDATA-C]
17(A). Illinois (State and 102 counties). 206 pp. $11. GPO S/N 803-035-00014-8.
38(A). North Dakota (State and 53 counties). 108 pp. $5.50. GPO S/N 803-035-00035-1.
39(A). Ohio (State and 88 counties). 178 pp. $9. GPO S/N 803-035-00036-9.
41(A). Oregon (State and 36 counties). 74 pp. $4.25. GPO S/N 803-035-00038-5.
54(A). West Virginia (State and 54 counties). 110 pp. $6. GPO S/N 803-035-00049-1.
55(A). Wisconsin (State and 71 counties). 144 pp. $7.50. GPO S/N 803-035-00050-4.
NOTE--The advance reports are a summary for the United States, States, and counties with 10 farms or more. A subscription for the complete set can be purchased for $239; cite GPO S/N 803-035-00000-8 when ordering.

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A10:88-12. Crops of 1985 to 1988, Cotton Ginned Prior to February 1, by States. 2 pp. $1.50.* [CENDATA-A]

Cotton Ginnings by Counties
A20:88-5. Crops of 1987 and 1988, Cotton Ginned Prior to January 1, by Counties. 4 pp. $1.75* [CENDATA-A]

Economic

1987 Census of Transportation
TC87-T. Truck Inventory and Use Survey
13. Idaho. 12 pp. $1. GPO S/N 803-031-00013-4.

continued on page 3

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As we go to press, the products listed in this section are among those expected to be released during the next few weeks. Ordering information will be provided in future issues of this announcement. Call 301/763-4100 for further information.

CENDATA, the Bureau's online information service, also will provide information for ordering these products as they become available.

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1987 Census of Retail Trade
GC87-A. Geographic Area Series
Arizona

Current Housing Reports
American Housing Brief (from the American Housing Survey)
Birmingham, Alabama
Oklahoma City, Oklahoma

Current Population Reports

P-20. Population Characteristics
Voting and Registration in the Election of November 1988 (Advance Report)

P-60. Consumer Income
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